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ABSTRACT

Materials contained in this curriculum guide are arranged for the classroom teacher as follows: a preface or "Foreword to the Teacher" begins each guide; following the preface is the day-by-day procedure written from the teacher's point of view, including title of activity (what the greater part of the day will be spent on), objectives, time line, materials needed and the procedure to be followed; where applicable student worksheets or study materials are provided. Five activities are included for the seventh grade level, five for the eighth grade level and seven for the ninth grade level. Activities outlined include the following: labeling storage units, drawing size relationships, product design and awareness, drawing a lifeline and future projection, expressing feelings in clay, designing an ad, and cover design. Unit objectives are indexed for each grade level and include positive attitude toward self, clarifying meanings of school and work, interpersonal skills, and awareness of work roles. (TA)

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Career Education in Art:
A Junior High Courseguide

Developed By
Alice Curits

Contributors:
Judy Freeman
Donna Torgerson

Edited By
Dorothy Henriksen
Judy Larsen

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FOREWORD

This CURRICULUM GUIDE was developed and field tested by staff members of the Roseville Area Schools, Roseville, Minnesota. Portions were funded by United States Office of Career Education grants.

The materials have been arranged so as to be as usable as possible for the classroom teacher. A preface or "Foreword to the Teacher" begins each guide. Following the preface comes the day-by-day procedure written from the teacher's point of view: Title of activity (what the greater part of the day will be spent on); objective(s); time line; materials needed and the procedure to be followed. This is followed by student worksheets or study materials where applicable.

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PREFACE

Career Education is **a lifelong process of implementing a self-concept** satisfying both self and community. The principles of career education bridge humanistic child-centered trends in education and traditional subject matter areas.

The purpose of this book is to encourage the exploration and application of career education concepts in secondary art through an activity approach. The activities are intended to be used in conjunction with existing curriculum rather than as replacements or substitutes. Several activities, while created to be used as separate activities are appropriate to simultaneous use.

The activities are written in support of five broad objectives:

I. To develop a **positive attitude toward self** through an awareness of the student's developing values, talents, and interests as they relate to work roles.
II. To develop **decision-making skills** and an awareness of the results of actions and decisions which give students a sense of destiny control.
III. To develop **interpersonal communication skills.**
IV. To give students an opportunity to **clarify the meanings of school and work** in their lives.
V. To develop the students' **awareness of occupational areas** in terms of work roles, related life-style, and potential satisfactions and dissatisfactions.

It should be noted in the activity descriptions, that whenever terms such as "design" are used, that use is based on simple, universal definitions. Those areas of art activities so designated "design" are interpreted to mean the organization or structure of the art elements: Line, space, value, color, texture, shape/form.

Grade 7 — LABELING STORAGE UNITS

APPLICABLE ART AREA

Drawing

BROAD OBJECTIVE

To develop a positive attitude toward self through an awareness of values, talents and interests.

BEHAVIORAL OBJECTIVE

To become aware of individual differences.

ACTIVITY

This is an introductory activity. The students will be labeling their storage units. Seventh graders will need one class hour. Materials needed are colored paper, pens and ink, rubber cement or tape and scissors.

PROCESS

This is a good project to have the first day of art class for seventh graders. It will probably take less than the full hour, so there will be adequate time to introduce yourself, describe the course and take roll.

In most art rooms there are drawers or some type of storage units for students to use. This project will provide the "name" labels for them.

To introduce the project, emphasize the fact that each person is different and has unique characteristics. Point out a few noticeable differences among the students, e.g., long, straight hair as opposed to short, wavy hair; glasses or no glasses, and so forth. Point out that everyone has their own feelings about how they look as well.

Have 4" x 4" squares of colored construction paper in many different colors. Each student is to select a square and draw a self-portrait on it with pen and ink. Many will wish to do it first in pencil. This will produce a less spontaneous drawing; but if they feel "safer" doing it this way, it's permissible. When students are done with their self-portraits in ink, have them cut them out on the outline and attach it to their drawer or whatever is provided for storage. They may use rubber cement or double face tape.

Encourage the students to discuss how accurate each drawing is and to notice the individuality of each portrait.

FOLLOW-UP

These colorful labels on the storage units provide the teacher with clues and opportunities to deal with each student as an individual. For instance, one boy drew his portrait with devil's horns added. This provided the teacher with a clue to reinforce his **good** behavior whenever possible, and got their relationship off to a better start. Another bewildered student put question marks all over his portrait, and another drew herself as a very sour person.

It would be a good idea for the teacher to draw his/her portrait during the introduction of the project. This would not only be a good example of how to proceed, but would also take the teacher through the same "looking in on self" process.

Grade 7 — DRAWING SIZE RELATIONSHIPS

APPLICABLE ART AREAS

Drawing, painting

BROAD OBJECTIVE

To give students an opportunity to clarify the meanings of school and work in their lives.

BEHAVIORAL OBJECTIVE

To become more familiar with workers.

ACTIVITY

This is a drawing unit that will deal with the relationship of sizes in drawing. Seventh graders will take 2 or 3 days for the project. Media can be as varied as your imagination allows: chalk, tempera, ink, colored pencils, etc. Large bulletin board paper can be cut or torn to the approximate size of 2' x 3'.

PROCESS

The teacher will have to have available to the class various drawings and illustrations of workers; magazines are good resources. Another excellent source is a series of comic books entitled **King Features Career Awareness Program.** Drawings work better than photographs for this project. The school librarian may have some in a reference. file.

The students are to choose one frame of a comic with a worker depicted in it if working with the comics. If working with a magazine or newspaper drawing, the students should enclose their drawings in a box. This box frame of reference is important. A rectangularly shaped box can best be enlarged onto the rectangular sheet of large paper. Each student draws the small drawing onto their large sheet, enlarging it to an appropriate size. The use of large sheets will likely cause work to overflow onto every available table surface and the floor as well.

If some students have difficulty in doing this just "by eye," instruct them in the use of the grid. On the smaller drawing have them lightly draw a grid with pencil. Draw a corresponding grid of equal proportions onto the large paper. What appears in a section of the grid on the small drawing, will appear on the corresponding grid in the large drawing.

Have the students add anything appropriate to the background in the drawing to further explain the role of the worker. Upon completion of the pencil drawing,

have them use the media of their choice to finish the project. Encourage them to use the chosen media to fill in solidly so that no background paper shows through. As they finish one area, have them put paper or a paper towel over that area so that their hands won't smudge it while they work on other areas. Spray the completed drawings with fixatif.

As enrichment for the project, the students could list on the back of the drawing the skills that that particular worker would need. These skill words could also be used as part of the drawing and could be worked into the background as a decorative design, or as a border. For those who work fast and finish first, this could be the answer to what to do in their extra time.

FOLLOW-UP

Perhaps the students could be urged to do a drawing of one (or both) of their parents as workers. How many really know what work their parents do?

Grade 7 — 3-D SELF-COLLAGES

APPLICABLE ART AREAS

Sculpture, painting

BROAD OBJECTIVE

To develop a positive attitude toward self through an awareness of values, talents, and interests.

BEHAVIORAL OBJECTIVE

To encourage the students to become aware of their self-concepts.

ACTIVITY

This is an opportunity to work in 3-dimensions by doing self-collages on boxes. Seventh graders will use an average of 3 days for this activity. Materials needed are scraps of cloth, papers, wires, wood, paint chips, magazines, newspapers, or any material that has tactile and visual qualities. Actual objects that can be glued onto the collage may be used. Glue, boxes, and scissors will also be needed.

PROCESS

Introduce the session with a class discussion based on the following ideas:

1. Many classes at school don't talk about **you.** Can you give examples of when you may have been the subject of discussion?
2. When you first came to art class did you expect to just learn about art, or did you expect to learn about others in the class as well? Were you making judgments about each other? What kinds of things were you interested in about the other students' looks?. . .Intelligence?. . .Personality?
3. What is personality?
4. If another student stood up and described you, do you think it would be accurate? Complete?
5. How many people are you? Are you different with a teacher? A parent? A best friend? An enemy?
6. Do you keep the "real you" hidden most of the time?
7. Do you feel you don't really know yourself completely?
8. Do you see any relationship between knowing yourself and choosing a job? What sorts of tasks do you enjoy doing most and what is hard for you to do?

The above set of questions could be handed out to the students to fill out rather than having a class discussion. Names would not be needed on such a questionnaire. Have the student keep the sheet for reference later when they complete the project.

To do the collage, give each student a small cardboard box; approximately 12" square is ideal. Most restaurants will have many boxes available on delivery days, so will grocery stores. The students should be asked to bring their own boxes, but for those who are bound to forget, the wise teacher will have some extra ones on hand.

Talk to the class about how materials and colors can represent emotions and feelings. Refer to the dimensions of the box and how the sides can appear to be continuous by pasting the materials around the corners. Encourage space break-up and urge students not to treat each side of the box as just an individual space.

Have the students select materials with which they feel comfortable. Perhaps a pale fuzzy material could cover the whole box with a single cutout of a butterfly. Perhaps comics glued all over a box or shiny foil will be the choice of some. An avid lover of food may concentrate only on cutting out pictures of food and gluing them with a huge mouth on the box. The greater the variety of materials available, the more creative the boxes.

FOLLOW-UP

If you presented the opening discussion questions as a questionnaire, have the students review them. Did they learn anything new about themselves by doing this project? Have them write yes or no at the bottom of the page and hand in the sheet unsigned.

Grade 7 — DRAWINGS/INTERPRETATIONS OF IDEAS AND FEELINGS

APPLICABLE ART AREAS

Drawing, painting, sculpture

BROAD OBJECTIVE

To develop interpersonal communication skills.

BEHAVIORAL OBJECTIVE

To become aware of one's ideas and feelings and to gain skill in expressing them.

ACTIVITY

This is a drawing project. The seventh grade students will be drawing their interpretations of ideas and feelings. Two days are needed and materials required are pencils, paper and crayons.

PROCESS

Read an open ended short story with many decision making situations. An example of such a story follows. Discuss actions, decisions and destiny control.

It works extremely well to invite a counselor to share this experience in the classroom. The teacher can read/tell the story and then the counselor can lead the class in discussion. He/she can take each portion of the story and discuss the decisions that were made or about to be made, the alternatives and the possible consequences of each alternative. Encourage each student to contribute thoughts and ideas.

The seventh grade students will feel more comfortable using crayon — an art media they have used a good deal in the past. This frees them to give more thought to drawing the value dilemma, than to fearing failure with a new art medium. Some may even wish to draw with pencil first and then add crayon.

The students who finish ahead of the others should be encouraged to write a short explanation on the back of the drawing.

Upon completion of all drawings, divide the class into two groups if you have a counselor working with you. Encourage the students to take turns showing their drawings and telling what they decided was happening in the situation.

FOLLOW-UP

The students get very excited and interested in this project. One reason may be that both a counselor and a teacher are showing support and involvement in their ideas and drawings. It's best if the counselor can be present during the entire time of both class hours.

This project can be used to confront and solve problems that may exist in a particular class. For example, in a class where there is a lot of bullying and teasing, the dilemma story can be slanted in that direction.

The project can be a very worthwhile experience for not only the students, but for the teacher as well. Often, after hearing the students reveal their feelings and ideas openly, the teacher gains new insights into problems that may be present.

DECISION-MAKING DILEMMA

Jim walked down the aisle of the school bus and sank down in a seat. He sure hadn't wanted to go to school today. He had tried hard to convince his mother he was sick, but she didn't agree. Joe had been bullying him lately, and he dreaded the fight he was afraid might happen today. Jim knew he'd lose to Joe who was tougher, but he didn't want to be laughed at for being chicken.

He got laughed at enough in math class when he didn't know the right answers. Sure, maybe he'd be better at math if he'd spend some extra time on it, but a guy deserved to watch his favorite TV shows at night, didn't he?

Jim's head jerked as the bus stopped in the school driveway. As he walked up to the school, keeping an eye open for Joe, he saw a transistor radio slip off a pile of books a girl was carrying. She didn't notice it, but a boy behind her did, he quickly picked it up and slipped it inside his pocket. Jim knew who both of them were, but really wasn't friends with either one. Should he tell the girl?

But he didn't have long to think about it because he just spied Joe up ahead of him in the hall.

Grade 7 — BUILDING AN ARCHITECTURAL STRUCTURE

APPLICABLE ART AREAS

Sculpture, design, drawing.

BROAD OBJECTIVE

To give students an opportunity to acquire awareness of work roles.

BEHAVIORAL OBJECTIVE

To become more familiar with workers.

ACTIVITY

This is a sculpture unit which will deal with the construction of buildings. Seventh graders will take

three days to complete the activity. Black cardboard, one highlight color cardboard, rubber cement and scissors will be the materials needed.

PROCESS:

The teacher must have pictures of different buildings available. The greater the variety of pictures, the more successful the activity. Consider taking slides of local buildings or locating pictures or slides of such varied styles of buildings as geodesic domes, modular houses, octagonal structures, in addition to more conventional types of buildings. Also be aware of different building materials: wood, brick, polyurethane, concrete, etc.

Have the students look at the pictures noting the different features. Then have them make "thumb nail" sketches of a few of the buildings. On the same paper have the students draw their own house or apartment.

Have them choose one of their sketches to use as a model for building a structure out of cardboard and rubber cement. For the student who is difficult to motivate, suggest that they construct their own home.

The problems the students confront will be similar to those of an architect: Will the structure stay together? Could someone "comfortably" live in such a home? What kinds of spaces does an apartment need? A house? Should different materials be used in the dwelling?

FOLLOW-UP

Those students who show interest and enthusiasm for this activity might be encouraged to research some of the occupations involved in construction. Examples might include architects, landscapers, carpenters, bricklayers, plumbers, and contractors.

OPTIONAL

This unit could be made more elaborate by including media other than cardboard. Some possibilities are wire, plaster, rafia, reeds, wood and clay. Grades other than seventh would enjoy an expanded architecture unit which could include other cultures and building styles unique to that culture, i.e. igloos and grass huts.

Grade 8 — DRAWING MECHANICAL PARTS*

ART AREA

Drawing

BROAD OBJECTIVES

To develop a positive attitude toward self through an awareness of the students' developing values, talents and interests.

To develop interpersonal skills required in work roles.

BEHAVIORAL OBJECTIVE

To have the students act as productive members of task groups.

ACTIVITY

The students will be observing mechanical parts and drawing how they fit together. Eighth graders will take two days for this project. Items needed will be old motors, radios, toasters, locks, door knobs, watches, clocks, cameras, or any old mechanical object to take apart. Tools needed will be screwdrivers and wrenches. Pencils and drawing paper will be the art materials used.

PROCESS

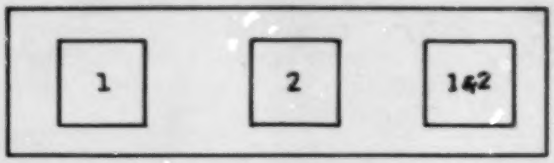
Several days before the introduction of this project, ask students to bring in any of the above-mentioned mechanical objects. Many will have only old watches to contribute. The teacher may have to supply most of the items. Most art teachers tend to be "savers of junk," so this may not be too difficult!

Working in groups of two or three, take apart the object brought in. The size and complexity of the object will dictate the group size. The teacher should stress constructive dismantling and discourage indiscriminate destruction.

Each student is to select two parts of the object that fit together and draw them in the following series:

Drawing #1 — part 1
Drawing #2 — part 2
Drawing #3 — parts 1 and 2 in relationship to how they fit together.

Each drawing should be done in a 3" x 3" box so that the finished page will look like this:



FOLLOW-UP

Discuss what took place in the group during the taking apart of the object: Did one person become the leader, or was there more than one leader? How did the ones not in command feel toward the one taking the leadership role?

Discuss what aptitudes were necessary for this project. An aptitude is what you have a knack or natural talent for. Did the class members show stronger mechanical or artistic aptitudes in doing this activity? Encourage students to be aware of their aptitudes when doing other course work or work at home.

*Applicable to 7th grade also.

The seventh grade student should be introduced to the basic shapes of circle, square, rectangle and triangle before doing this project. This can be done by having the seventh grade student design a composition using only those four basic shapes and creating a collage that emphasizes shape/form, variety and unity. The students should design their composition so that shapes vary in size and overlap.

Grade 8 — WORD DESIGN

ART AREAS
Drawing, design

BROAD OBJECTIVE
To develop a positive attitude toward self through an awareness of the students' developing values, talents, and interests.

BEHAVIORAL OBJECTIVE
To select a value word for use in a design.

ACTIVITY
This is a design problem using one word over and over. Eighth graders will use three class hours. Materials needed are sheets of 12" x 18" colored construction paper, pencils, pens, and ink.

PROCESS
Explain to the students they will be doing a design that will develop from repeating a "value" word over and over. You may want to give a dictionary definition of the word "value," such as:

1. To rate or scale in usefulness, importance, or general worth.
2. To consider or rate highly.

Other points you may wish to make are that peoples' behavior reflects their values and that values can change according to situations.

They may choose their own value word or use one from a list of words the class creates. Have a large sheet of paper and magic marker (or use the blackboard) and begin the list by suggesting one of your own. Try to guide the selection of value words so it includes some "bad" value words as well. This may come about spontaneously from the students. The word list can be used in the selection of a word for their design. If students are slow to produce words, refer to the following sheet of value words.

Each student will select a 12" x 18" colored paper. Explain to the students the entire paper is to be divided into divisions or borders. The borders may be irregular in shape and unevenly spaced, or they may be done with straight lines and even spaces. These are to be done in pencil. Allow freedom of choice on any combination of divisions that will work. Examples of possible border designs:

The outside border is to be left blank to form a "frame" for the design. Inside borders may be filled or not. The student may use any style of lettering, but they must use **capital letters.** The letters must follow the border design line at both the top and bottom.

Example:

Squeeze the letters together in some places to make "tension" spots, and stretch them out in others. Don't leave spaces between the words.

When the students have experienced the design problems presented by corners, wide open areas and narrow spaces using pencil, they are ready to switch to ink in doing the letters. Erase and clean up the finished work of art.

FOLLOW-UP

This a good introductory unit. The student's selection of a value word may be a great help in understanding that student. It also has an extremely high level of success for a work of art, both in enjoyment and in aesthetic value.

The elements and principles of design can be used effectively when introducing this activity. Line, shape, texture, pattern, rhythm and variety are all apparent as the student will be creating a 3-D illusion on a 2-D surface.

Value Words

1. Honesty
2. Wealth (money)
3. Knowledge
4. Greed
5. Health
6. Power
7. Fame
8. Ability
9. Security
10. Happiness
11. Beauty
12. Integrity
13. Love
14. Ego

Grade 8 — PRODUCT DESIGN AND AWARENESS

ART AREAS

Design, drawing, painting.

BROAD OBJECTIVE

To give students an opportunity to acquire awareness of work roles.

BEHAVIORAL OBJECTIVE

To become aware of the variety of careers related to the area of design.

ACTIVITY

Eighth graders will become aware of the designs of products, analyze the designs of products, and redesign a product of their choosing. Time for the activity will be determined by instructor, and materials will vary according to what products are brought by students.

PROCESS

In our affluent environment we all use a variety of products daily with no concern as to how they are made or by whom. Rarely do we consciously pass judgment on the design of these products or their designers. This project will deal with design and will give the student the opportunity to develop some ability to recognize the skills involved in the creation of products as well as discovering the careers involved in this area.

The first day of the project will be spent gaining an understanding of how designers affect our daily lives. Students are to sketch products they used from the time they got up until class time. Products in relation to food, clothing or shelter should be included. Examples may quickly be sketched by the teacher to show how to begin.

After sufficient time for all to finish, have the class discuss what products they sketched. List them on the board. The list will probably include:

1. Furniture in bedroom and accessories
2. Bathroom fixtures, accessories, lotions, etc.
3. Clothing
4. Food containers
5. Kitchen furniture, appliances, and accessories
6. School supplies
7. School bus, car, bike
8. Lockers, desks, chairs

Discuss the variety of designs for a single product. For instance, the comb serves a simple service, but look at the variety of designs. There are narrow-toothed, wide-toothed, bristle-brush circular-rat-tail, folding, and electric blower combs of many styles. Many comments could also be made on the variety of chairs we sit on in a day's time. What makes the designer design it the way he/she does?

Discuss how the designer pleases the customer's wishes and desires, and also discuss what effect the design has on the consumer's desire for buying it. Bring out the fact that a well **designed** product is not necessarily a good **performing** product or a **useful** product, but also stress a good designer will try to make the product a good one. For example, a well-designed motorcyle may look good but might have problems with the engine. If the problem is that too many parts are exposed and dirt tends to clog engine parts the designer will solve the problem by enclosing it.

Give the students the assignment of redesigning any product they choose. This could range all the way from a car to a hand lotion bottle and label. They are to bring the original product, if possible, or a photograph of it to the next class hour. Many will forget to bring anything, so have on hand various commercial products that are easily available. These could be old coffee pots or appliances, shampoo bottles, cups and saucers, clocks and even some the items found in your classroom already.

The students must decide what they dislike about the product or how its design could be improved. If they are working from photographs have them present a drawing of their new design along with the old. If it's only a label they are changing, have them draw the new label exactly as they would expect to see it on the product.

FOLLOW-UP

Share with the whole class the finished designs and discuss what occupations would be hiring the designer and for what products.

Grade 8 — DESIGNING AN AD SYMBOL

ART AREAS

Drawing, design.

BROAD OBJECTIVE

To give students an opportunity to acquire an awareness of work roles.

BEHAVIORAL OBJECTIVE

To try out the role of a commercial art designer.

ACTIVITY

Eighth graders will be designing an identification symbol for a television show. Two or three class hours will be spent on it. Pencils, paper, scissors, pens, and ink will be needed.

PROCESS

In introducing this project, ask how many watch television regularly. Of course, the response will be close to 100%. Then ask them if they can think of any instances where letters have been used as identification symbols or trademarks.

They may come up with many or just one or two. The CBS symbol of letters inside an eye shape will perhaps be one of the most familiar. Review with them other examples found in advertising or TV.

Many times on television the only background, or set for a singer or singing groups will be their name. This is sometimes done in super big letters that stand by themselves or sometimes hang behind the star as a prop.

Assign the problem: They are the television set designer and must design a prop using the star's name. Who is the star? The student, of course. They are to design a name identification symbol using their name (if too long, use their three initials) and contain the letters within a shape. The shape may be square, rectangular, circular, hexagonal or any shape that will serve the design the best. The letters should have the dimension of width and not just a linear "stick letter."

Stress experimentation with many styles of letters and many arrangements. Urge them to try cutting the letters out of paper to design them as well as drawing them. The cut letter has the advantage of being able to be moved around and gives the student a more fluid way of working. One class hour should be spent on experimenting with various designs. It's a good idea to ask for at least four planned ideas, or the students may consider their first effort the one "they really like and want to do."

Emphasize that the designer would go through the designing phase and would have several completed ideas in a portfolio to show the program director who would make the final selection. In this project, the student need only pick one of their experimental designs on which to do the final art work. This final design will be done with India ink on white drawing paper. The size should be no smaller than 4" square or larger than 12".

FOLLOW-UP

Upon completion of this project, display all of the completed designs and stress the fact that each design is an individual, "one of a kind" creative effort, for each of them is an individual.

These designs could also serve as a name monogram on anything they might wish to label.

Grade 8 — DRAWING A LIFELINE AND FUTURE PROJECTION

APPLICABLE ART AREAS

Drawing and painting.

BROAD OBJECTIVE

To develop decision making skills and an awareness of the results of actions and decisions which give a sense of destiny control.

BEHAVIORAL OBJECTIVE

To examine self, significant events in past life and possible events in the future.

ACTIVITY

Eighth grade students will draw a lifeline to illustrate significant events of past life and will then draw a "fantasy" picture of what their future may be like. Pencils and paper are needed for the lifeline and tempera paint or colored chalk pastels may be used for the fantasy picture. Two or three days will be needed.

PROCESS

Introduce this unit as "one dealing with a very important person — you." Each student is to be given a pencil and paper and they are to draw a base line on it. This line represents their life up to the present moment. They are to draw symbols (pictures) along this lifeline indicating significant events of their past life.

These events could be skills that were learned,

Examples: Baseball pitching that got you in Little League
Riding a bike
Playing drums

or traumatic events,

Examples: Moving away from all your friends
Pet dog getting run over

or a very happy event.

Examples: A horse on your birthday
A trip to Mexico

Emphasize that they don't have to depict natural skills that would come about with certain ages, such as walking and talking, unless that was a significant event. For instance, if you had polio as a young child and then were determined that you'd walk again and did, it should be depicted.

Decisions you can consciously recall making and then acting on to get results could easily be important ones and should be recorded. An example would be a strong desire to learn how to ride a bike, the decision to try hard to learn, and then accomplishing it.

Upon completing the lifelines, you may wish to discuss them as a class. This will be successful in some classes, but not in others. If you feel comfortable doing it, make your own lifeline and share this with the class. This will give them some insight into your life and the students may feel more of a bond between you and them. It is also a good way to "get the ball rolling" to have them share their lifelines. The class could be broken up into small groups, for many will be more willing to share in small groups.

After the lifelines are completed and you've discussed them or not as you wish, go on to the future. The students are to pick a point of time 5 or 10 years from now. They are to fantasize the "perfect moment." What will they be doing, who will be with them, where will they be, what will they be like, etc. Give them time to "dream" and shape their thoughts. Then they are to interpret this future moment in tempera or pastel on medium-sized white drawing paper.

Grade 9 — EXPRESSING FEELINGS IN CLAY

APPLICABLE ART AREA

Sculpture

BROAD OBJECTIVE

To develop a positive attitude toward self through an awareness of values, talents and interests.

BEHAVIORAL OBJECTIVE

To become aware of one's ideas and feelings and to express them in sculptural and ceramic terms.

ACTIVITY

This is an activity in which clay is the media. Ninth grade students will need about four-five class hours to finish this project.

PROCESS

Tell students to make a list of their hobbies and interests on a piece of paper. Students should think about the things they do in their spare time and also about the school or club activities which are important in their lives.

Once they have their list, they should think of interesting and unique ways of expressing these interests in clay. For instance, one student really loved eating food — especially "junk" food. With a mound of clay she formed a huge hamburger. Another student loved time when he could be alone in his own world, thinking and day dreaming. This student sculpted a face which had its tongue sticking out at society and with a cowboy hat over its eyes.

After the students have decided on their symbol, have them create it in clay.

FOLLOW-UP

Divide the class into groups of two. Have each of the students look at their classmate's project and try to describe that student, basing their statements on the project. Looking into someone else's personality and inner feelings is, of course, most difficult; but by trying one can become more aware of others, as well as of oneself.

OPTIONAL

Some students will end up with beautiful pieces of artwork. However, the emphasis should be on their "insides," **NOT** a finished piece of work. For those ninth graders who like their projects, encourage them to hollow out their sculptures so they can be bisque fired.

Grade 9 — DESIGNING AN AD

APPLICABLE ART AREAS

Design, drawing

BROAD OBJECTIVE

To develop the student's awareness of occupational areas in terms of work roles, related lifestyle and potential satisfactions and dissatisfactions.

BEHAVIORAL OBJECTIVE

To become aware of the art skills needed in commercial advertising.

ACTIVITY

The students will "work" in the field of commercial advertising by designing an ad. The ninth grade level

will take approximately one week for this activity. Materials needed are a variety of ads clipped from newspapers and magazines, pencils, pens, ink, paper and tempera paint.

PROCESS

Have many examples of commercial ads from fliers, newspapers and magazines available. Analyze them together in class considering:

1) Use of design elements (line, color, form, texture, value)
2) Psychological appeal (example: a "rugged person" smoking a certain brand of cigarette; a beautiful woman using a particular brand of cosmetics.)

Use adequate time for this and encourage input from the students.

Assign the class the problem of designing an ad for the opening of a new business. The ad will be used as a neighborhood mailbox stuffer, which will inform the neighborhood of the new business and make the people want to shop there. The business could be a pizza parlor, coin laundry, record shop, drugstore or a candy shop.

Factors to be determined for the ad:

1) Size
2) Number of colors to be used
3) Information to be given in the ad
4) Style of lettering

The finished product should be an actual mock-up of the planned ad in regard to size, color and style of lettering. If you have presented a lettering unit, this is an excellent follow-up. If the students have only used the pen holder and pen points in general, review with them the different pen points available and the results they give. Most libraries have good books on lettering. It would be wise to have one or more in the classroom for student reference. Have them experiment with the various possibilities, but don't make lettering the major skill to be learned in this project.

A person who is involved in advertising would be a most effect resource with this project. Use the accompanying guide for student interview of the resource person. If possible, tape record the interview for future reference and use. If a resource person is unavailable, use a good book on commercial art. Recommended for advertising "how-to-do-it" is **Fell's Guide to Commercial Art.** If your school has a copying machine, you could produce transparency copies of ads and present an overhead projector review of good ads.

GUIDE FOR INTERVIEWING RESOURCE PEOPLE

In every job there will be tasks which are more satisfying to the employee and some which are less satisfying. Each person will bring her/his individual viewpoint to the interview. An interview will be more effective if these points of view can be explored rather than composed of questions which can be answered by "yes" or "no."

Possible questions:

1. What is the major task involved in your job?
2. What smaller tasks present themselves along with the major one?
3. How much do you work alone? How much do you work with others?
4. How important is it that you know how to effectively guide others in their jobs?
5. What education and training did you need for your job?
6. Could someone with only a high school diploma learn this work just by being trained on the job?
7. How did your schooling contribute to your work? What subjects were most valuable?
8. What are your hobbies? Are they related to the type of work you do?
9. In your work, are you independent or do you have to report to a supervisor? Do many people have to account to you?
10. What are some of the things that you enjoy about your work. What are some of the things that you do not enjoy?
11. Would you work at this job for just the salary without any real interest in the job?
12. Is this your final goal? Is there an occupation you dream of being in instead of your present work?

Grade 9 — TIME CARD UNIT

APPLICABLE ART AREAS

All art areas

BROAD OBJECTIVE

To develop decision making skills and an awareness of the results of actions and decisions which give a person a sense of destiny control.

BEHAVIORAL OBJECTIVE

To make decisions as a group and as an individual and follow through with the plan.

ACTIVITY

This is a time card unit for ninth grade. It works well with a painting unit, but it could be used for any project. Time may be left open-ended, but to be effective, it should be done for at least three weeks.

PROCESS

The experience of keeping time cards will likely be a new one for students. It works well with a built-in reward system; after the students have accumulated a

certain number of work minutes on their time cards, they may have a day off.

The basic plan should be presented to the class and then the students should be encouraged to suggest specifics. The decisions to be made as a group are:

1) How many minutes do you have to accumulate before you get a day off?
2) What will be the maximum time that is possible to record per class hour?
3) Should the time spent by the instructor introducing activities be included as work time?
4) What limitations should be imposed as to what students can do on their day off?
5) Should students total their own time cards and be completely responsible for honesty and accuracy?
6) Should the class be divided into departments with a department head (student) responsible for his/her department?
7) If a department head (or manager) system is set up, should the teacher or the students set up the personnel?
8) May a student accumulate two or more days off throughout the project and then take them all at once?

The time spent with the class deciding the above issues is a worthwhile exercise in itself. The teacher should have some personal opinions formed before discussion, in order to effectively guide the discussion, and yet be prepared to respect and use the students' ideas as well. The majority of the students must have a commitment to this project and believe in the idea, or it won't work.

A rack to stick the time cards in can be easily made with cardboard strips stapled onto a cardboard backing. The time cards can be dittoed sheets cut into appropriate sizes, with a space for the student's name and each day's time. Keep it in an accessible spot in the room. At the end of the class period, the students should record what minutes they worked that day. These will be totalled at the end of the week.

CRITIQUE

My experience with this was during painting units: one time with a three-week watercolor unit and another time with a four-week acrylic painting unit. Each time we were operating with a 50-minute class period. It was decided that the allowable maximum time per class to record was 40 minutes, because at least 10 minutes per class were spent in preparation and then cleanup later on. Instructional lecture time used by the teacher could be recorded if the student had listened! On their day off, they could go to the library or just have free time in the room if they didn't disturb the working students.

During the three-week water color session, I divided the students into departments, with a department head. We had four department heads that met with me at the end of the week when time cards were totaled and handed in by the students. It took five minutes or less to have the department heads look over the time cards and report if they felt they were accurate or if they were having any problems in their departments.

This system worked very well. The entire class had not been working well before and had spent a lot of time "goofing off." There were some behavior problems. When students became department heads, they took their duties seriously and the entire class showed improved work patterns.

This class was a homogeneous one in which everyone mingled. Each day at the end of the hour, I'd remind them to fill in their time cards and this area became the "social gathering" spot instead of the hallway door. A staggered timing for days off was adopted, with the class never missing more than 4 or 5 students at a time. Going to the library was the favorite choice of things to do.

In contrast, the four-week acrylic session was with a class that just didn't want to make a serious commitment to the program. It was composed of five definite cliques, each maintaining its distance. I did not feel it wise to make these into departments as before. The students were never reminded to record their time at the end of the period, and many did not. Time was totalled at the end of a two-week period rather than a one-week period. Only three students legitimately took their day off. The other students just continued their wasteful use of time without concerning themselves with the project.

Grade 9 — CRITIQUING WATERCOLORS

APPLICABLE ART AREAS

All art areas

BROAD OBJECTIVE

To develop interpersonal communication skills.

BEHAVIORAL OBJECTIVE

To develop skills in voicing individual likes and dislikes.

ACTIVITY

The students will critique completed watercolor paintings. It is on the ninth grade level and will take one class hour. Ideally it should be done just before the class begins a water color unit.

PROCESS

Students are accustomed to working at their own table with friends or acquaintances, facing only one or two students. For this activity, have the class rearrange their chairs in a circle, pushing existing tables out of the way. This movement usually causes a general buzz session and allows for elbow-rubbing and cooperation. (An interesting note: If you don't specifically ask the class to leave a chair for the teacher, you will find yourself with no spot in the circle.)

Have a supply of watercolor paintings done by other classes. Seat yourself in the circle with the pile of paintings on the floor in front of you. Hold up each painting so that the circle of students can all see each one. Ask leading questions, such as: "Do you like this painting?" "Why?" "Why not?" Almost everyone will give an answer to the first question, but fewer can give a definite answer to the second or third. As each student gives a spontaneous answer to the various questions, acknowledge it. Perhaps some students will be skeptical of the statements made by others. You can then ask them what **they** think. Other questions you might ask are prompted by the paintings themselves. One may have an obviously glaring fault, perhaps the composition, and you may ask, "How do you feel about the composition in this painting?" "How do you think it could have been done better?" "Do you like the way the sky was treated?" "What colors do you see in a sky?" "Is the intensity of the sky color greater at the horizon, or less?" "What type of clouds do you see in the sky?"

In some instances there will be two paintings with similar scenes such as nature landscapes. You can hold two paintings up at the same time and ask the students to compare them.

Change your pace and questions to keep the students' attention. Ten paintings can easily be discussed and by moving from painting to painting you can keep their interest. Pick out different subjects to talk about in each painting — the composition, the loose or tight style of painting, the way snow was done, treatment of water, buildings, etc.

Because of their input on the discussion, more of the do's and don'ts of watercolor painting will be remembered when they begin their own watercolor painting experience.

CRITIQUE

This exercise was done in both a friendly, industrious class with students who felt confident with themselves and art, and with a class that was very insecure, standoffish, and doubting (several students would not even sit in a circle). It was a success in both classes with 95% of the students participating. They had a high interest level in the exercise.

OPTIONAL

Although this was done with water color, it can be incorporated into any art area.

Grade 9 — COVER DESIGN

APPLICABLE ART AREAS

Drawing, design.

BEHAVIORAL OBJECTIVE

The student experiences a work assignment in the area of commercial art.

BROAD OBJECTIVE

To develop the students' awareness of occupational area in terms of work roles, related life-style, and potential satisfactions and dissatisfactions.

ACTIVITY

Designing a cover for a parts catalog is the assignment. Mechanical objects will be the design source. Ninth graders will take two class periods and they will use pen and ink. Items needed are mechanical parts from broken radios, irons, transistors, clocks, wrist watches, and motors of all kinds.*

PROCESS

Introduce the project as an example of what many commercial artists do in their work role. The finished product will be a pen and ink design for a cover of a parts catalog. The student may select the name of the company to be on the cover, as well as any other information, such as the year, volume number, and/or company address.

Have each student pick a mechanical part he/she would like to draw; some large parts could be shared by two students. Tell the students to observe the various shapes contained within the mechanical part, such as circles, gear shapes, rectangles, hexagons, etc. The students should be encouraged to be aware of lines that make interesting areas: filaments in bulbs, screw heads, and wire wrappings are only a few. The students may rearrange the shapes and lines as they please. Shapes may be overlapped; some areas may be darkened. Some parts may be drawn just as they are and then repeated over and over into a design. Another option would be to have the shape drawn very large in the background with other design elements worked over it to unify the composition.

Encourage the students to experiment with various ideas. Emphasize that a commercial artist would go through this process.

When the design planning is complete, the student is to do a finished product in pen and ink on a 9" x 12" sheet of white drawing paper. A company name is to be lettered on the page along with any other information the student may wish to add.

FOLLOW-UP

Have the students fill out the "Job Study Guide." (See following sheet.)

*These may be the same parts used for an eighth grade project elsewhere in the curriculum.

JOB STUDY GUIDE

Activity Sheet #1

Students Name _____

Grade _____ Age _____ Date _____

Title of Job: _____

Description of the Job:

What skills are needed to perform this job? Check those that apply.

_____ a. Creativeness

_____ b. Awareness of good design

_____ c. Ability to draw

_____ d. Physical strength

_____ e. Ability to "put across" an idea

Qualifications:

Do you think high school education alone is enough for this job? _____

Would more education help you to know how to do it? If so, what kind of education?

_____

Prospects of getting the job:

Do you think most employers would hire you because of good grades in all school subjects or because of your art talent?

_____

Are jobs like this scarce or plentiful? _____

Satisfactions of the job:

Do you think you would enjoy doing this type of work for employment? _____

Would the salary be the major consideration for you? _____

Grade 9 — DESIGNING/BUILDING A CARDBOARD STRUCTURE

APPLICABLE ART AREAS

Drawing, design

BROAD OBJECTIVE

To develop interpersonal skills.

BEHAVIORAL OBJECTIVE

To work effectively together in producing a finished product.

ACTIVITY

The students will be building a cardboard play structure for four or five-year-old children. The time will be open-ended. Ninth grade students will be able to effectively handle this construction. Materials needed will be cardboard, plastic clothesline, exacto knives or razor blades, and white glue or rubber cement. Large sheets of cardboard may be obtained from packaging companies or box manufacturers. The strongest cardboard is tri-wall. It has three layers of fluting and a strength comparable to wood. The cost is about $2.00 for a 4' x 6' sheet. Large boxes such as refrigerator, mattress, or bicycle boxes could be used if strength isn't a big factor.

PROCESS

The students will work in groups of 4-6 designing and building a play structure out of cardboard. This play structure could be designed for a specific place and specific children. Contact nearby preschools or kindergartens and you're bound to find someone who'll be happy to accept the project when completed. Funds may even be available for such projects.

If possible, invite the pre-school or kindergarten teacher to your classroom and have him/her tell where and how the play structure would be used. This should result in a discussion of how big the children are, how strong the unit has to be, what kind of features the children would enjoy, i.e., tunnel areas, or cutout openings. An alternative plan would be to assign a fact-finding committee of a few students to go to the school and observe the children. They could then report to their own classes any specifications or recommendations.

A good preface to this project would be a unit on paper folding and scoring. A recommended book is ***Creating with Paper.*** If previous work has not been done in this area, it is recommended that you have the students complete the exercises on Activity Sheet #1 with small pieces of cardboard in order to see the possibilities of cardboard creativity before they begin their structure.

Each group will then work as a unit, sharing their design and construction ideas. One finished drawing, plan, or model will be expected from each group within a specified time. The groups will then present their design to the class. After discussions of the merits or faults of the various designs, the class should vote on the play structure design they wish to build. Some questions to be raised in this discussion are:

1. What would a 4-5-year-old like about the design?
2. Are there any paths through the design? Over? Under?
3. Is there more than one entrance and one exit?
4. What method of construction is best used on this design?
5. Is there only a "flow of traffic" pattern or are there areas to sit in?
6. How can you enrich those sit-in areas with materials?

Tasks should now be assigned to each group. One group may draw the measurements of the cardboard to be cut, another may do all of the cutting. Perhaps holes or openings need to be made in some of the pieces. As some pieces are ready to be assembled, one group will be ready for that assignment. At some points in time there will be lags in the jobs to be done. Anticipate this if you can and encourage creative embellishments of the structure. Students could glue on bits of colorful scrap carpet (contact a carpet store or decorating studio for these), shiny aluminum foil or magazine cutouts. Paint can be applied even before the pieces are assembled. One group's task could be to work with the teacher in planning and assigning the jobs.

An important factor to be aware of is the need for adequate storage for the unit when it is not being worked on. Also, the size of the finished structure must fit the doorway it is to go through. The answer to both problems may be a knocked-down, easily re-assembled type of structure.

FOLLOW-UP

Students should fill out Activity Sheet #2 when the project is completed to become aware of their part in the project.

Photos of the play structure being used by the children are excellent for public relations publicity!

OPTIONAL

Group students into pairs and have them evaluate each other's participation in the group activity, using Activity Sheet #2. Change the terms ("Very much like me," etc.) to 1) "Usually or often," 2) "Sometimes, once in a while," 3) "Rarely, hardly ever."

Activity Sheet #1

Read:

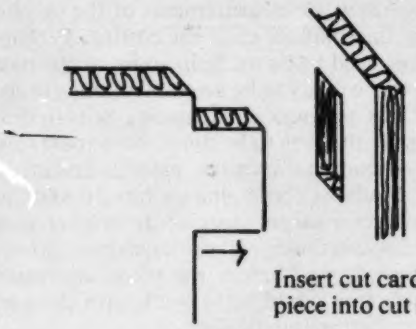
Cardboard is strongest in the direction of the sandwiched layer of fluting.

Double-walled cardboard has 2 layers of fluting and is about 1/4" thick. Tri-walled cardboard has 3 layers of fluting. Some manufacturers may sell this only in large quantities. Explore other uses for it in your school district and order it for all interested.

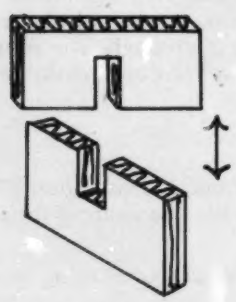
A large quantity of cardboard boxes can be easily picked up free from restaurants and stores in the area. Find out what day they get deliveries and arrange to pick up the discarded boxes. A strong, thick cardboard can be made by gluing together the sections with white glue or rubber cement and weighting it down until dry.

Consider the following methods of joining cardboard:

Slotting

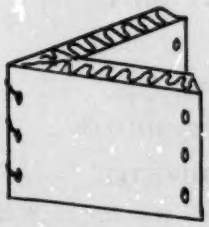


Insert cut cardboard piece into cut slot.



Slide notches together at right angles.

Lacing



Poke or drill holes in cardboard; lace with plastic clothesline.

Gluing

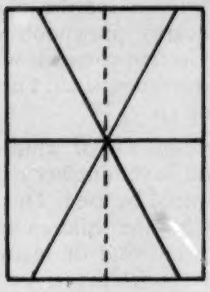
Apply glue and weight the cardboard down until dry. This is a sturdy way of building, but it can't be disassembled then for moving or storage.

Taping

Seams could be taped with packing tape (moving companies sell this, as well as some hardware stores). The same disadvantages would apply to this method as was mentioned above.

Scoring

Cut through the top layer of the fluting but not clear through the cardboard. Use an exacto or mat knife. Cut on all lines you wish to fold.



Fold out on solid lines.
Fold in on dotted lines.

This is only one example. Try others.

DESIGNING/BUILDING A CARDBOARD STRUCTURE

Activity Sheet #2

Put a check in the column that best describes your participation in a group project.

	VERY MUCH LIKE ME	A LITTLE LIKE ME	NOT LIKE ME
1. Is honest with other members.			
2. Contributes to the group.			
3. Expresses self clearly.			
4. Summarizes what is happening.			
5. Yields to group pressure, conforms.			
6. Provides helpful feedback to group members.			
7. Listens with understanding to what others say.			
8. Takes lead in selecting topics.			
9. Shows interest in people and their ideas.			
10. Knows when to talk and when to listen.			
11. Helps others feel at ease.			
12. Helps group stay on subject.			
13. Shows that he/she likes us.			
14. Tends to wander off the topic.			
15. Annoys others.			
16. Sets himself/herself apart from the group.			
17. Runs away when faced with a problem.			
18. Shows evidence of being well informed regarding the task.			
19. Contributes ideas that move a group toward its goal.			
20. Applies knowledge to solution of problems.			
21. Functions, in general, as a helpful and productive group member.			
22. Does not expect everything he/she does to be perfect.			
23. Has new, original ideas.			
24. Is able to talk to teachers easily.			
25. Goes ahead with (school) work on his/her own.			
26. Makes other people feel at ease.			

Grade 9 — CHARADES OF PAINTINGS

APPLICABLE ART AREA

Art History

BROAD OBJECTIVE

To develop interpersonal skills.

BEHAVIORAL OBJECTIVE

To perform a task as a member of a group.

ACTIVITY

Ninth graders will do charades of paintings by well-known artists. The time for this project is open-ended, but two class hours should be sufficient. You will need a number of prints or photographs of paintings. Ten would be an adequate number, but even more would be better. They should have some feature that could easily be depicted by acting out. Many art departments will have some in their files already and you may have your own personal collection. Check with the school librarian for any the library may have. Examples of paintings and possible charade ideas will be found in the following column.

PROCESS

Divide the class into groups of four to six students. In an average class this would mean five or six different groups could be formed. Each group will select a painting they wish to act out in a game of charades. Before selecting the painting for acting out, however, it would be wise to review the rules of charades with the entire class. They may act out either the title of the painting or the name of the artist. Uniform hand signals should be established, such as: "whole title," "artist's name," "sounds like," "first word" and so on. The library will have a book on the rules of charades if you wish to play it "strictly by the book."

The paintings should be displayed on the bulletin board with both the title of the painting and the artist's name by each one. There may be duplication in the selection of the groups.

Advise the students to look for some action or distinctive items in a painting (or artist's name) that can be depicted by acting out.

Students, when viewing the display, can note paintings they think are good possibilities, and jot down ideas they have of how to act it out. Then they are to meet in their group and decide on one painting or artist to use as their charade. Another decision to be made is whether one person will act it out, or the entire group and how to do it.

When all groups have completed their planning, the charades may begin with one group presenting theirs to the rest of the class. For a competitive game, you could time the groups and the one that takes longest to be guessed could be the winner.

Keeping the bulletin board of paintings up during the charades will be a help in guessing the correct painting. Hopefully the students will become more familiar with artists and paintings by this project.

FOLLOW-UP

At the end of the project, have each student fill out Activity Sheet #1.

If the class enjoyed the charades, it could be done as a regular project. A student could be responsible for arranging new paintings for future charades.

PAINTINGS FOR CHARADES

"The Shooting" by Francisco Goya (firing squad)

"Old St. Lazare Station, Paris" by Claude Monet (train in station)

"Stage at Sharkeys" by George Bellows (boxing)

"The Ring Master" by Henre' de Toulouse-Lautrec (circus)

"La Grande Jatti" by Georges Seurat (figures with umbrellas)

"The Three Musicians" by Pablo Picasso (playing instruments)

"The Old Guitarist" by Pablo Picasso (guitar and pose)

"The Creation of Adam" by Michelangelo (fingers touching)

"Dancer" by Edgar Degas (ballet; dance pose)

"The Fifer" by Edward Manet (playing the fife)

"A Girl with a Watering Can" by Augusti Renoir (flowers/watering)

"Razor" by Gerald Murphy (shaving/razor)

"Christina's World" by Andrew Wyeth (crawling)

"Dick Tracy" by Andy Warhol (comics/Dick Tracy/police)

MEASURING CAREER MATURITY
SURVEY OF LEADERSHIP RESOURCES

Activity Sheet #1

1) **In the statements below, circle the word you think best describes your actions in a group.**

2) **Circle "Yes" or "No" if you would like to do more or less of the action described in the left column.**

A. Dealing with Human Relations:

I would like to do more

1. **I recognize how other people feel:**
   Little Some Much YES NO
2. **I call other people by their first name:**
   Little Some Much YES NO
3. **I listen carefully to what others say:**
   Little Some Much YES NO
4. **I encourage others in their efforts:**
   Little Some Much YES NO
5. **I compliment others on their achievements:**
   Little Some Much YES NO

B. Dealing with Problem Solving Tasks:

I would like to do more

1. **I try to get activities started:**
   Little Some Much YES NO
2. **I try to find out what are the other choices are:**
   Little Some Much YES NO
3. **I try to get everyone's ideas and opinions into a decision:**
   Little Some Much YES NO
4. **I give information whenever I can:**
   Little Some Much YES NO
5. **I try to be sure everyone knows what we have done:**
   Little Some Much YES NO

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